

Herschel Grammar School Remote Learning Plan October 2020

1. Background

The aim of this plan is to future-proof learning against school closures that could happen at any time, such as closure from an illness epidemic, periods of extreme weather, power loss, etc. It also covers the ongoing education of those who cannot be in school, but who can continue with their learning including those who are having to self-isolate. This plan is written to comply with the Department for Education Temporary Continuity Direction.

In summary, a full remote education plan should ensure:

- Learners have daily contact with teachers.
- Teaching is planned and sequenced and equivalent to what would have been normally been delivered.
- Engagement is monitored.
- Assignments are set and monitored.
- Systems are in place to check on understanding.
- An over-reliance on long term projects or internet research is avoided.

2. Remote Learning Lead(s)

The deputy headteacher is responsible for formulating and overseeing Herschel Grammar School's Remote Learning Plan. The online-learning co-ordinator and the IT support team also play a crucial role in the development and deployment of systems, support and training. Any questions about the operation of this plan or any concerns about the viability of any part of this plan should be addressed to the relevant member of staff. See the school website [contacts page](#).

3. Preparing for Remote Learning

The school has invested heavily in the integration of OneDrive, office365 and more importantly Microsoft Teams as part of our ongoing development of teaching and learning. Since the national lockdown, Microsoft Teams has been the vehicle for the continuation of learning, communication and support.

Herschel Grammar School will be proactive in ensuring that:

- Staff have access to Microsoft Teams for their Classes, and that these are set up.
- Heads of learning have access to Year group teams and these are set up.
- Learners within classes have access to the relevant Microsoft Teams.
- Learners will have received Microsoft Teams and OneDrive training during their induction and subsequent computing technology lessons. Training materials are available in the student section of OneDrive:
https://herschelgrammarschool.sharepoint.com/:f:/g/Students/Ehzo8RxGHc1EnHf08ibLCJMBiCrfxv0u8k7cC0AJx_P1Hg?e=xueNhk
- Staff are familiar with the main functions of Microsoft Teams and OneDrive including:
 - Class Materials, Posts, Chat, Assignments and Meetings in Teams
 - Sharing files and links from OneDrive.
- Staff can host a Teams Meeting (video and/or audio) with their classes either from their classrooms or from home (see section 5, 6 and safeguarding considerations)
- Parents and learners will be made aware of the arrangements in place for the continuity of education normally via a letter from the Headteacher.
- Staff continue to meet remotely with their department, faculty and year group teams via Microsoft Teams or other suitable platforms.

The School will ensure that staff are supported in the development of the above framework by:

- Using staff meetings or setting aside professional development time.
- Ensuring that staff have access to a suitable device in their classroom or, in the event of whole school closure, that staff have a suitable device at home and if not, the school will be able to supply them with a device.
- Access to the staff training guides on using digital systems and online learning:
<https://herschelgrammarschool.sharepoint.com/:f:/g/Staff/Ev3VpjZD9hdDt2g68syM0VQB1B03SZdV1KJxFHqnV1wPMg?e=gatVr3>

Staff should ensure that they:

- Have received appropriate training and seek help if they are unsure how to do the following in Microsoft Teams:
 - Upload content to Class Materials, use chat and posts, set dated and timed assignments, provide feedback and set up meetings.
- Can access computer-based teaching resources outside of school (on Microsoft Teams, OneDrive or OneNote) or they can access their H: drives through the VDI.
- Have access to key resources not available online at home e.g. key textbooks. Staff should speak to their HOD if they need 'home' copies of set texts.

4. Continuity of Education in Event of a Closure

School closure may take many forms and how the school and staff respond will vary. Please see teacher and pupil absence information in Appendix 1. The plan in the event of a full or partial school closure is:

- Teachers move to delivering 'real-time' **lessons remotely**.
- **Teachers could be working from school or home depending on the local guidance and personal circumstances.**
- 'Real Time' in this context refers to learning that is happening **at the time a timetabled lesson would have taken place.**
- Real-Time lessons can take many forms. (See section 5 and safeguarding information below.)
- Teachers will keep a register and update SIMs. (When a lesson is not live student activity will count as present.)
- Learners will have access to work that allows them to continue to study and learn while at home. At times this may not be live or streamed but directed learning e.g. read and do tasks.
- Learners will have the opportunity for interaction with their class teacher and class members via Chat or Posts in teams.
- In as far as is possible Herschel Grammar School will try to replicate the timetable that learners follow through the course of a normal school day. (However, this will only be possible if a whole class or year group must be at home and the teacher is also available.)
- Teachers will need to make themselves available for remote teaching during their normal working hours (either at home or school) and **must communicate with the Headteacher if this is not possible. For example, those who are ill, looking after young children or those caring for others.**
- **Teacher can make work available in advance of the timetabled lesson and then direct class members to it should they be unavailable at the timetabled time.**
- For longer-term closure, Heads of Department must plan for remote assessments.

5. Remote Learning in practice

- Microsoft Teams should be the main hub for all remote learning interactions.
- Teams Meetings or Live Events allow teachers to host video and audio calls and invite members of their classes (team members to join by clicking the relevant meeting/event invite in the correct Class Team).
- At present, when recording a Teams Meeting it would be immediately available to all participants and not deletable. Therefore, meetings involving pupils should not be recorded until we can resolve this.
- Screen sharing will allow teachers to broadcast their screens and open documents during the Meeting/event for discussion and sharing with the class.
- During lengthier periods of remote learning Heads of Learning and members of the leadership team will conduct surveys (via Forms) and learner checks (via Chat, email or phone call) to gain an update on general wellbeing and level of engagement.
- Classwork and prep that can be handed in online will be set through Teams and marked online or feedback given online or access to recorded feedback given.
- The use of Loom can provide a very good way to provide video feedback on work that is submitted.

6. Guidance for staff delivering Real-Time lessons

There will be times during full or partial school closures when the school will move to teaching in real-time. This can happen if whole classes or year groups are working from home.

Real-Time lessons can take many forms such as:

- The teacher uses webcam video and audio teaching with or without screen-sharing (not for the entire 2 hours) - Live Teaching
- The teacher uses audio with or without screen-sharing or guiding learners through uploaded content. Live Teaching
- The teacher uploads narrated resources and offering Q&A during the timetabled lesson.
- The teacher sharing pre-recorded presentations or sharing links to pre-recorded content (such as YouTube).
- The teacher initiates post/chat discussions in the class Team.
- The teacher sets tasks and expects the work to be shared with the teacher e.g. via an assignment or through posts or class notebooks.
- Teacher during a meeting using the whiteboard feature.
- Years 7 – 11 **may** have audio or video turned **on** – but they can communicate with you via Post / Chat and staff can request that video and audio is turned off.
- Video lessons work best in smaller chunks – they should not extend for more than an hour.

More important than the medium through which we teach is a focus on the key ingredients of good teaching – challenge, high-quality explanation, modelling, practice, feedback and questioning. This can be achieved in many different ways.

It is for the teacher to decide the right mix for their classes.

Live teaching with video and audio can take place via Teams through the meeting, live event functions or, for **sixth-form**, teachers can use Zoom for Education. However, extended Zoom meetings are now on a subscription basis and the school does not have a subscription. Zoom has the advantage of being able to see all participants in gallery view (Teams are introducing this soon) and has a “whiteboard” option, useful to collate ideas in a discussion. With Zoom, you can keep students in a “waiting room” until you’re ready to start and you can disable or limit the “Chat” function. Settings can be amended at the point of scheduling a lesson.

If you wish to use Zoom you can only use an account set-up with your school email.

7. Access to IT

During the recent lockdown, surveys and telephone calls indicated that all learners had access to IT, or IT was ordered as part of the government scheme. Again, parents will be asked to contact the school should they need access to loan equipment. Staff who do not have home access to IT and must work from home can request access to loan equipment from the school for the length of time they have to work from home.

Findings from the EEF on distance learning¹

- Teaching quality is more important than how lessons are delivered.
- Peer interactions can provide motivation and improve learning outcomes.
- Support learners to work independently.
- Different subjects will need different approaches.

8. Information for parents

When a year group or class is switching to Remote Learning parents will be notified. Parents will find the following information useful:

- A copy of their child's timetable found in their planners
- Email contact details for their child's teachers (see website)

Work set during a closure is recorded on a spreadsheet that will be activated. It will highlight the work that has been set for the period of absence.

https://herschelgrammarschool.sharepoint.com/:f:/g/Students/Ehzo8RxGHc1EnHf08ibLCJMBiCrfxv0u8k7cC0AJx_P1Hg?e=xueNhk

In all situations, the school will be open to children of Key workers. Keyworker parents who need to send their child to school should use the following email.

Keyworker@herschel.slough.sch.uk

Safeguarding considerations for staff

Lessons should be not be taught from or taken in a bedroom or from a place where personal items are displayed. Use virtual backgrounds if you don't have a neutral background.

- Normal classroom expectations apply, and dress must be appropriate.
- Family members should not be in view and any language heard must be appropriate to the school environment.
- Any lessons should take place during normal school timetabled hours.
- Teachers should never broadcast from a personal account but should only use one registered to their school account, using Microsoft Teams.
- Document and immediately notify your line managers of all unusual situations to avoid accusations of impropriety.
- Please turn off your audio and video until there are at least 2 students present.
- With KS3 & KS4 pupils are encouraged not to have audio or video turned on.
- At the moment 'Live' Lessons should not be recorded and shared with other students after the lesson.

Parents will be informed, and pupils will be given the following guidance:

- Audio and video can be switched off.
- Normal classroom expectations apply in terms of students' punctuality, their engagement and their attitude to learning.
- Lessons will take place during normal school hours.
- If there are any safeguarding concerns during a lesson, students should leave the room immediately and inform Mrs Oxley aox@herschel.slough.sch.uk.

We are mindful of the challenges of operating remotely in that:

- online learning operates on a very different dynamic
- there will always be technical hitches or glitches
- some subjects and activities do not lend themselves well to remote learning
- whilst learners may have access to devices, they may not be in an environment that is conducive to deep and lengthy study. It is highly likely whole households may be isolating.

Appendix 1. Staff and/or Pupil Absence – Learning Arrangements

In the interests of providing clarity to staff, learners and parents are suggesting the following with regards to the provision of learning in the event of certain scenarios.

Staff member off work with Covid-19 symptoms/confirmed case and is ill

- Usual cover arrangements apply. If well enough send work in. If not, HoD provides the work. Encourage the member of staff to properly rest.

Staff member self-isolating/awaiting test etc but well

- Provide voiced PowerPoints/pre-recorded/planned lessons (the school making sure these are accessible to cover teachers) or instructions, tasks and resources provided so a cover teacher can deliver.
- HoFs/HoDs could consider redeploying absent staff member to undertake other work at home e.g. marking to free up in-school teacher time to deliver lesson where it is appropriate and will work.
- HoFs and HoDs could consider rotating remaining subject specialists so classes get some specialist teaching. This won't work for all subjects but would be a very useful strategy given self-isolation can be up to 14 days.
- The expectation that they do a full day's work, but staff members can choose when to work depending on their circumstances.

Pupils with Covid symptoms and ill with it (out of school for 10 days or until negative test result)

- We are required to set work as soon as practically possible. This doesn't have to be exactly what was provided in the lesson.
- Pupils have been directed to look for work on Teams and should only message if they can't find it.
- Pupils may be too ill to do the work or may do it when they are recovering.
- This isn't a requirement for pupils out for other non-Covid reasons. Use the usual school procedures for these pupils.
- Lesson resources and activities on Teams after the lesson time slot.
- The expectation is that they do 5 hours work.
- Teachers to encourage peers to share the work/notes via posts.

Whole classes or bubbles isolating

- Real-time live or recorded lessons streamed from school/home during the correct session – teacher checks that work is uploaded by end of the same day (even if it is not going to be marked).
- **Or** lesson resources and activities available on Teams – teacher checks work is uploaded by end of the same day (even if it is not going to be marked).
- The teacher has some degree of engagement with the pupils during the session e.g. through Chat/posts.
- Focus is on 'real-time' provision.
- The expectation is that they do 5 hours work.

¹ https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf